

Hybrid/Blended Instructional Delivery Structure and Class Planning Recommendations

All Arizona state-funded adult education programs will provide hybrid/blended instruction in line with a research based hybrid/blended learning instructional model unless designated as solely distance learning.

Definition of Hybrid Learning (HL)

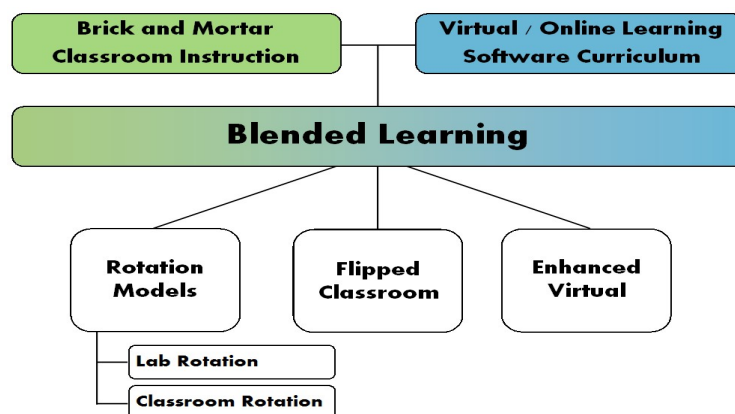
A formal education program in which a student learns:

1. at least in part through online learning, with some element of student control over **at least one** of the following-

Time	Students can choose to work at whatever time of day is best for them. Additionally students can choose to complete coursework on whatever day fits their schedule best.
Place	Students can choose where they access coursework (e.g. at home, the library, coffee shops, computer labs, while traveling, etc.)
Path	Students can control what subjects and/or content area they will work. Additionally students may choose between different modalities of obtaining information such as video, text, audio etc.
Pace	Students can control how long they spend on content areas allowing for them to advance rapidly when content mastery occurs easily or allowing extra time and practice when concepts are unclear. Extra material for challenge and remediation is made available.

2. at least in part in a supervised brick-and-mortar, approved, state-funded location away from home-
 - Face to Face instruction can include such models as
 - Direct Instruction
 - Project based learning
 - Personalized and/or differentiated learning
3. the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience-
 - Instructor uses data from online content to inform instruction
 - Instructor uses online content to expand upon face to face instruction

Note: In hybrid/blended learning, use of the online curricula is not intended to replace face-to-face instruction and formal classroom hours; rather it is intended to extend the learning hours and enhance instruction.



Research Based Hybrid/Blended Learning Models

Rotation Model – Lab Rotation:

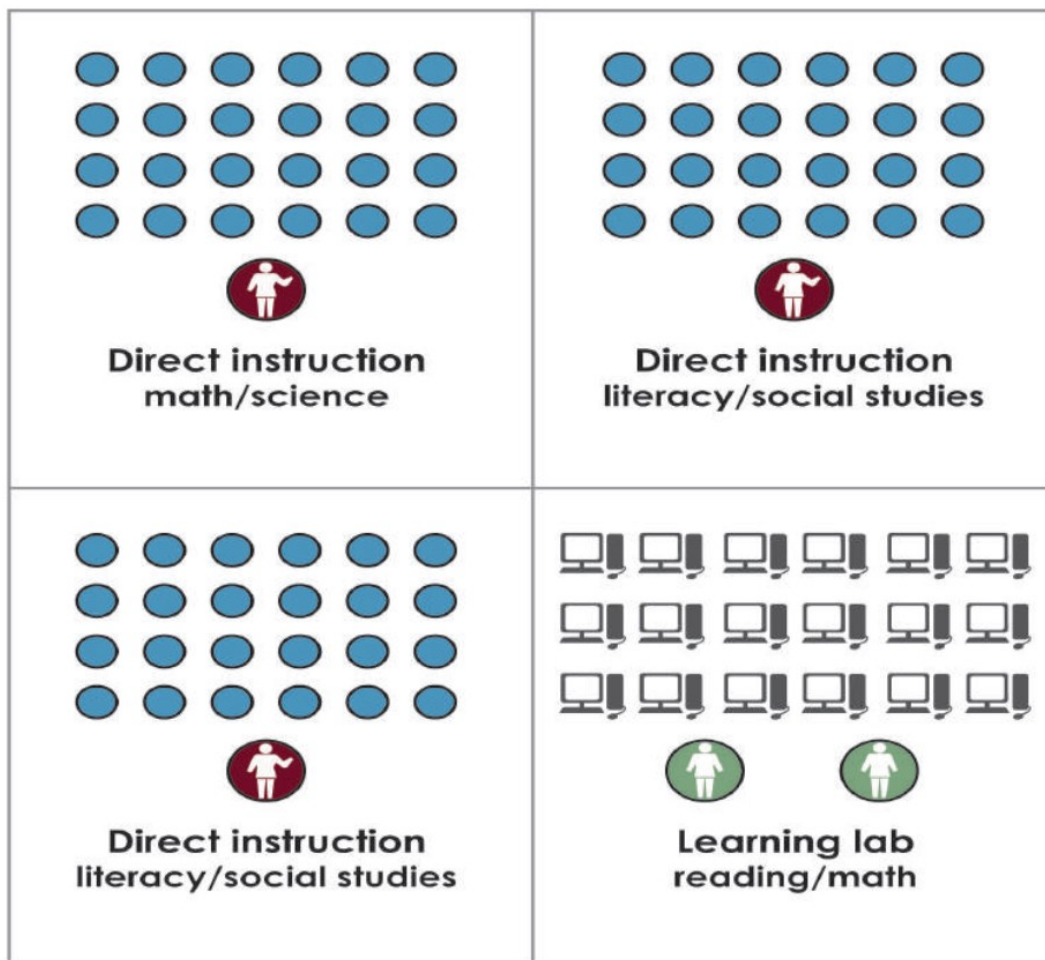
Students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments


Key Features:

Students move in and out of classroom to a computer lab.

Unlike traditional computer lab use, instruction becomes blended learning when data from lab time informs classroom instruction.

Students learn content online while classroom time is reserved for other learning activities.



 Online learning

 Offline learning

 Teacher

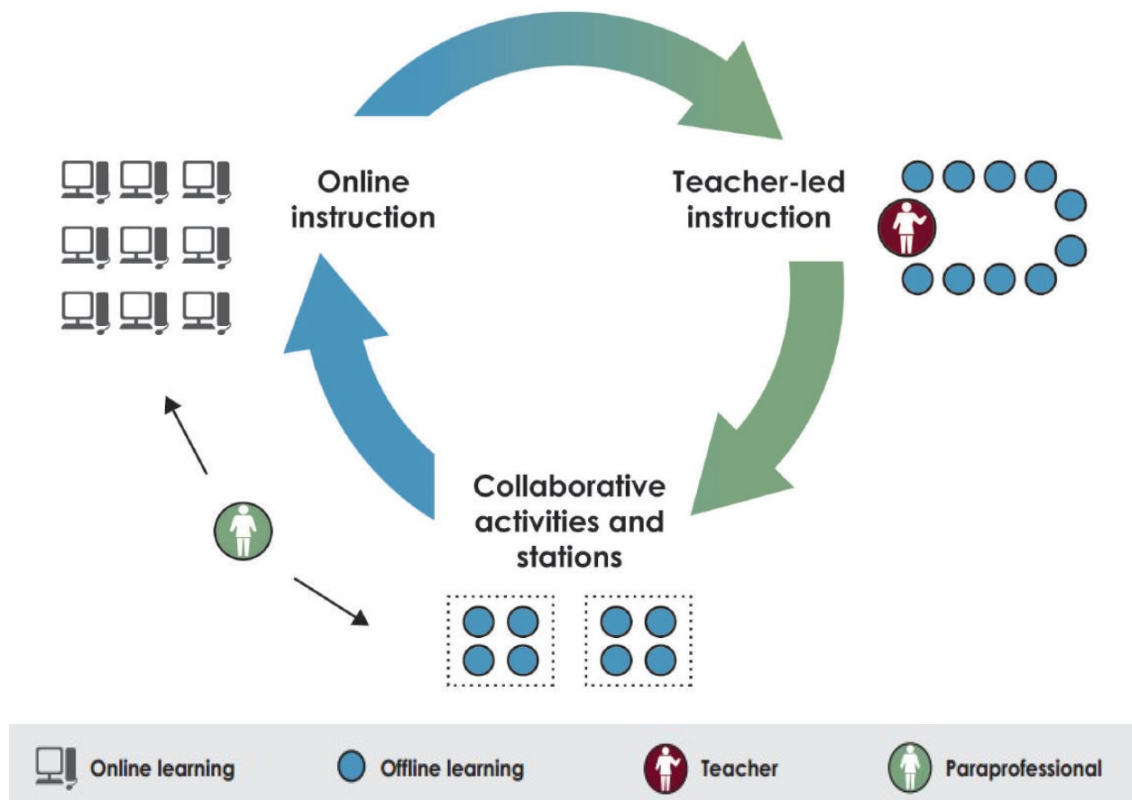
 Paraprofessional

Research Based Hybrid/Blended Learning Models

Rotation Model - Classroom Rotation:

Students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments.

Key Features
Class is broken out into smaller groups for rotations.
Groups should be dynamic, thoughtful and based on data from the online content.
Groups rotate between varied form of instruction and learning stations.
One station is with the instructor, one is computer based learning, and other stations may vary.
Gives instructor the ability to monitor the entire class, manage behavior, and maintain class culture.



Research Based Hybrid/Blended Learning Models

Flipped Classroom Model:

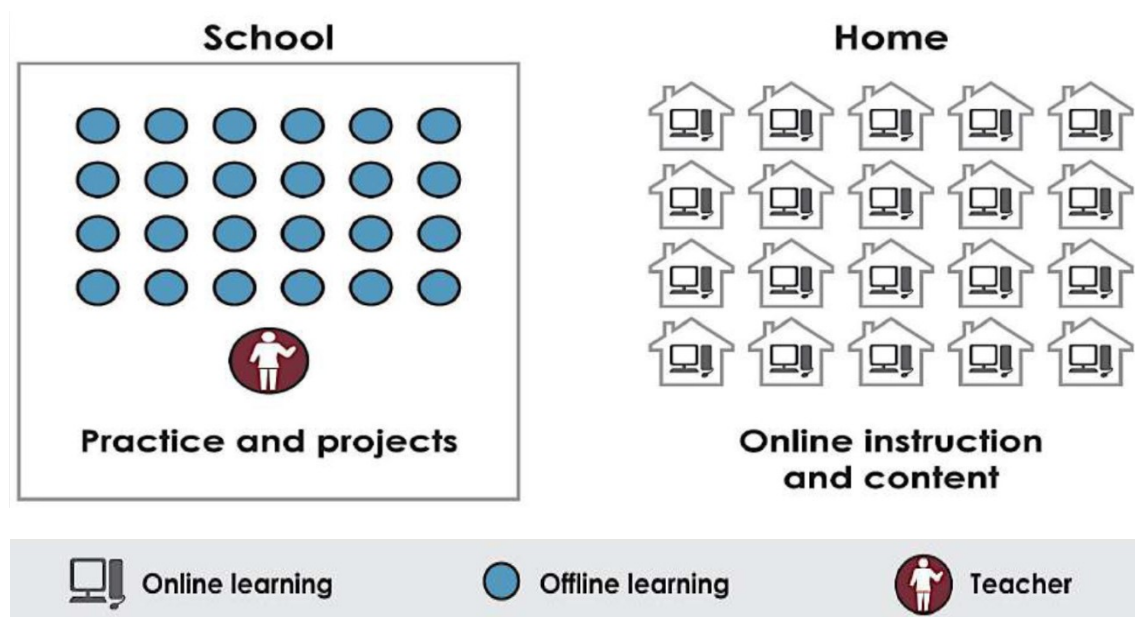
Students in a flipped classroom model receive the instruction and homework elements of a course in reverse settings.

Instructional content is delivered online, outside of the classroom, while in-class time is devoted to exercises, projects, and/or discussions.

Key Features

What's been done traditionally in a classroom is now done at home, and what's been done traditionally for homework is now done in the classroom

Instructional content is still available in class; however this content is mainly designed in such a way to be accessed outside class giving students the ability to learn at their own pace.



Research Based Hybrid/Blended Learning Models

Enriched Virtual Model:

Students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher.

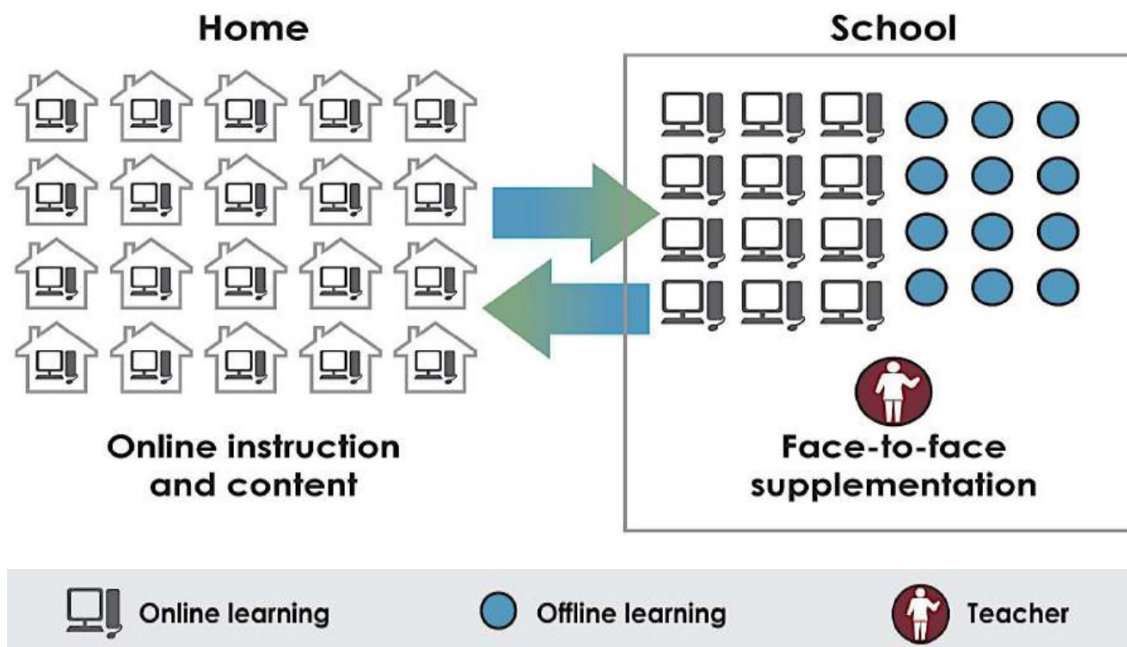
Key Features

Online learning is the backbone of student learning when the students are located remotely.

Differs from the Flipped Classroom because in the Enriched Virtual model, scheduled face-to-face class time occurs on a regular, but less frequent basis.

Differs from a fully online course because face-to-face learning sessions are scheduled, structured, and required.

Face-to-face class aligns to part two of the hybrid/blended learning definition.



Research Based Hybrid/Blended Learning Models

Key Components for HL Classroom Instruction	
All components listed below are key to instruction in all content areas and classes including, but not limited to; Orientation, ABE, ASE, ELAA, Career Pathways, etc.	
Learning Model Implementation	Face to face (F2F) instruction
	Online curriculum
	Connection of content and skills from face-to-face instruction to online assignments
	Use of the online curricula extends the learning hours and enhances instruction
Teacher Best Practices	Teacher Online presence (VLE/LMS)
	Collecting and analyzing data to drive instruction
	Content aligned to standards
	Differentiated/Personalized instruction
	Classroom expectations (in and outside of the classroom)
	Student accountability
	Assessing for understanding/DOK that is relevant and authentic
Tech Integration	Use of multimodal technology resources to express understanding of standard aligned content
	Technology use is embraced, accessible, routine, and transparent
	Technology integrated into content/lesson plans
	Technology used for student collaboration with peers, instructors, and experts around the world
Program Operations	Paid planning time for lessons
	College and career ready focus
	Seamless tech integration and hybrid implementation supported with staff training
	Administrator and Instructor accountability
	Use of a high quality information management system to report measurable participant outcomes and to monitor program performance.